

**Accreditation Visit for Professional Preparation Programs at
Phillips Graduate Institute**

Professional Services Division

May 14, 2008

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Phillips Graduate Institute. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, the following accreditation recommendation is made for the institution: **Accreditation with Technical Stipulations**

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

Common Standards (1998)

	Standard Met	Standard Met with Concerns	Standard Not Met
Standard 1: Education Leadership	X		
Standard 2: Resources		X	
Standard 3: Faculty	X		
Standard 4: Evaluation		X	
Standard 5: Admission		X	
Standard 6: Advice and Assistance		X	
Standard 7: School Collaboration	X		
Standard 8: District Field Supervisors	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
PPS, School Counseling	32	31	1	0
PPS, School Psychology	25	25	0	0
Child Welfare and Attendance	8	8	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Phillips Graduate Institute

Dates of Visit: May 12 - 15, 2008

Team Recommendation: Accreditation with Technical Stipulations

Rationale:

The unanimous recommendation for Phillips Graduate Institute was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

1. Common Standards—

The total team reviewed each element of the eight Common Standards and decided as to whether the standard was met, not met, or met with concerns. Four standards were 'Met with Concerns'-- **Standard 2: Resources; Standard 4: Evaluation Standard 5: Admissions; and Standard 6: Advice and Assistance.** All other Common Standards are Met.

Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each of the programs. Following these discussions of each program reviewed, the total team considered whether the program standards were met, met with concerns or not met. In the School Counseling Program, thirty-one standards are 'Met,' **Standard 1: Program Design, Rationale and Coordination** is 'Met with Concerns'. In the School Psychology Program, all twenty-seven standards are 'Met'. In the Child Welfare and Attendance Program all eight standards are 'Met'.

2. Overall Recommendation –

Due to the four Common Standards that are 'Met with Concerns,' and the School Counseling program standard 'Met with Concerns' the team reached consensus on the accreditation recommendation of **Accreditation with Technical Stipulations.**

Accreditation Recommendations

(1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Phillips Graduate Institute and all of its credential programs: **Accreditation with Technical Stipulations**

Following are the recommended stipulations:

- That the unit provides written evidence that all Common Standards less than fully met are now met.
 - a. That the unit provides written documentation that sufficient personnel resources are allocated to each of the credential programs to insure their effective operation.
 - b. That the unit provides written evidence that district representatives and credential holders work in conjunction with the institution to develop the school counseling and school psychology internship programs and related program evaluations. The unit needs to provide written evidence that a plan has been developed with related program evaluation criteria.
 - c. That the unit provides written documentation noting admission requirements for school counseling and school psychology internship programs. The unit needs to provide printed materials to candidates describing admission requirements for the school counseling and school psychology internship programs. The unit needs to provide documentation regarding the steps which school psychology and school counseling internship candidates must take to complete a counseling or psychology credential.
 - d. That the unit provides written documentation that there are individual plans for mentoring, support, and professional development for each internship candidate (school counseling and school psychology). The unit also needs to provide evidence of collaboration with employing school districts to develop the individual plan.
- That the unit provides evidence that the school counseling program is coordinated effectively in accordance with a cohesive design that has a cogent rationale.
- That a focused revisit takes place in one year, primarily focusing on the school counseling program design (Generic Standard 1: Program Design, Rationale and Coordination).

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

School Counseling

School Counseling with Internship

Child Welfare and Attendance

School Psychology

School Psychology with Internship

(2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Phillips Graduate Institute be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Phillips Graduate Institute continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:	LaVerne Aguirre-Parmley Retired Elementary School Principal
Common Standards Cluster:	Meredith Curley Associate Dean, College of Education, Univ. of Phoenix
Basic Credential Programs Cluster:	Marcel Soriano Professor, CSU, Los Angeles Linda Webster Professor, University of the Pacific
Staff to the Accreditation Team	Joseph Dear, Consultant

Documents Reviewed

University Catalog	Candidate Portfolios
Institutional Self Study	Candidate Work Samples
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbook	Faculty Vitae
Follow-up Survey Results	Faculty Handbook
Course Syllabi	Library Holdings
Information Booklet	Program Evaluation Data
Field Experience Notebook	Website

Interviews Conducted

	Common Standards Cluster	Program Cluster	Totals
Program Faculty	6	28	34
Institutional Administration	2	2	4
Candidates	5	56	61
Graduates	5	6	11
Employers of Graduates	0	4	4
Supervising Practitioners/Master Teachers	7	10	17
Advisors	0	3	3
School Administrators	0	3	3
Credential Analyst	0	3	3
Advisory Committee	1	10	11
Total			151

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

A nonprofit educational, counseling, training and research center, Phillips Graduate Institute and the California Family Counseling Center (CalFam) trace their origins to the 1950s when Clinton E. Phillips, Ph.D., and David Jansen, D.Min., introduced the application of family systems theory to clinical work with individual families.

In 1971, Dr. Phillips and Dr. Jansen founded the California Family Study Center (CFSC) which is dedicated solely to the field of human relationships. Built upon the family systems model, the graduate program in marriage and family therapy attracted a diverse population of students who together with the faculty shared a passion for making a difference. In 1996, in recognition of his innovative leadership, the Board of Trustees honored Dr. Phillips by changing the name to Phillips Graduate Institute.

Department of Education

With over thirty-five years in graduate education and training, Phillips has grown from a small, single-degree granting institution to one of California's leaders in the human relations educational field, offering multiple degrees at both the masters and doctoral levels. Today, Phillips Graduate Institute offers credential programs in School Counseling (1999) and Child Welfare and Attendance (2003), and then in 2007, they instituted a School Psychology Credential Program. In addition to those, they offer educational and training opportunities in the field of human relations to a diverse population of motivated, mature students.

Table 1: Programs Offered by Teacher Preparation University

	Program Level	Current Students	Program Completers 06-07	Expected Completers 07-08	Agency Reviewing the Program
School Counseling	Advanced	62	25	6	CTC
School Psychology	Advanced	11	0	0	CTC
Child Welfare and Attendance	Advanced	0	0	7	CTC

The visit

The visit to Phillips Graduate Institute began on Monday, May 12th at noon. The team members met at the hotel, had lunch and introduced themselves. A team orientation and information sharing continued until early afternoon on Monday. The accreditation visit started at Phillips Graduate Institute's campus on Tuesday where team members began interviewing stakeholders. Data collection continued on Tuesday through Thursday. Team members visited an elementary and a high school where they interviewed more stakeholders on Tuesday morning. The high school visit provided evidence that there was a good working relationship between the school and Phillips. The team spent Tuesday evening going through each of the credential program standards in preparation for the mid-visit report that was scheduled for Wednesday morning.

Information from the Tuesday evening meeting was carried over to Wednesday morning in an effort to refine the Mid-Visit Report that was presented to the president, department chairs and other Phillips faculty and staff. After careful discussion and deliberation, the team examined additional information provided by Phillips faculty and administration. The team also conducted additional interviews with various stakeholders. Wednesday evening was devoted to drafting the final accreditation report. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held on the campus at 9:00 a.m. on Thursday, May 15, 2008.

CTC Common Standards

Standard 1: Education Leadership

Standard Met

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Credential programs at Phillips Graduate Institute are based on a set of core values dedicated to collaboration, integrity, creativity, diversity, and social change. These core values are aligned to a mission focused on serving diverse populations and responding to the needs of students, graduates, faculty, and community. Phillips Graduate Institute was founded in 1971 and continues to provide innovative education programs and training opportunities in the field of human relations; focused on enhancing relationships among individuals, families, and organizations.

The School Counseling program was established in 1999, joined by a Child Welfare and Attendance program in 2003. The School Psychology program was added in 2007. Phillips Graduate Institute works in collaboration with public schools in the geographical area to provide opportunities for candidates to put theory into practice. Programs are organized, governed, and coordinated with active involvement of credential program faculty. The small number of program faculty allows for continual communication and collaboration among faculty in addressing ongoing program issues, as well as in planning and implementing program changes.

The institution has two program chairpersons responsible for the administration of the school counseling/child welfare and attendance and school psychology credential programs. The chairpersons report to, and receive direction from the President who is acting as the Chief Academic Officer.

The participation of program faculty on key university committees, including the Academic Affairs Council, the Faculty Standards and Review Committee, the Internship Advisory Committee, and program-specific advisory committees ensures that the interests of credential programs are well represented at the institutional level. In addition, faculty members participate actively in professional organizations and community advisory groups.

Internship Credential Programs

The institution has internship credential programs in school counseling and school psychology and has an established memorandum of understanding outlining the roles and responsibilities of both the district and the institution in preparing intern candidates.

Standard 2: Resources

Met with Concerns

Sufficient resources are consistently allocated for the effective operation credential preparation program, to enable it to be effective in coordination, advising, curriculum, instruction, and field experiences. Library and media computer facilities, and support personnel, among others, are adequate.

Evidence from documents and interviews with students, employers, and faculty indicate that two individuals are primarily responsible for the following roles: faculty advisor, credential analyst, field placement coordinator, and faculty. Given the number of students in credential programs, the open enrollment structure, the geographical spread of the training sties, the advising, coordinating of the credential programs, overseeing field placement experiences and teaching assignments, the team is concerned that sufficient resources are consistently allocated for the effective operation of each credential preparation program.

Office space is provided for faculty and staff. The institution has a library for student use with access to multiple online databases. Candidates are also able to access the library databases remotely. The library has computer stations available for student use and the campus has a computer resource center with an additional ten computer stations. The campus is equipped with two-way mirrors for observation, video recording capabilities, LCD projectors, and televisions in every classroom.

After the mid-visit report the team received a statement from the institutions' President noting that that administrative leadership at Phillips Graduate Institute is in agreement that the staffing resources should be enhanced to ensure continued adequate mentoring and supervision of students. As a result, they have established short-term goals to hire a .5 FTE core faculty for School Counseling and 1 FTE core faculty for the School Psychology program. In addition, they plan on hiring a .5 FTE administrative support for the school psychology program.

Internship Credential Programs

The memorandum of understanding specifically addresses the roles and responsibilities of the district and the institution, including required resources for institutional faculty supervisors and appropriately credentialed district supervisors. This agreement also assures that the district will not displace an existing school psychologist or school counselor with an intern.

Standard 3: Faculty

Standard Met

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Phillips Graduate School has full-time and part-time faculty who teach in the credential programs. Faculty members have the appropriate experience and education for facilitating course work and supervising field experience. The first year of the School Counseling program is held in conjunction with the Marriage and Family Therapy program. Faculty members who teach in the first year of the program are primarily marriage and family therapists, although some have experience in K-12 settings. Faculty members who teach in the second year of the program hold PPS credentials and have experience as school counselors.

The ethnic representation of full-time and part-time faculty for the credential programs is as follows (some faculty members teach in both programs):

School Counseling –

African-American: 2

Caucasian: 9

School Psychology –

African-American: 2

Hispanic: 3

Caucasian: 16

Core faculty members are provided with an annual stipend of \$500 for professional development. The stipend may be used for membership in professional organizations, attendance at conferences, or workshops.

Faculty members appreciate the responsive management style of the administration and collaborative working environment. Faculty members appreciate the opportunity to participate in a variety of professional capacities and feel they have many opportunities for intrinsic rewards.

Every course and field experience is evaluated each semester. Instructor and supervisor evaluations are reviewed by the department chair and there is a process to remediate instructors or supervisors.

Internship Credential Programs

Faculty members who teach and/or supervise field experiences for internship candidates have the appropriate academic and professional preparation as a PPS provider. Faculty members who teach specialized school related courses actively participate in Pre-K-12 schools appropriate for their credential.

Standard 4: Evaluation

Met with Concerns

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Candidates complete an end-of-course survey at the conclusion of each course. This information is compiled at the end of each semester and summary evaluations are provided to each Department Chair to share with their faculty. The institution requires that candidates are evaluated in each of their practicum/intern experiences by the school site supervisor. These evaluations are maintained in candidate records and feedback is used to inform program design and development decisions. The institution has a Faculty Standards and Review Committee who design the criteria for end-of-course surveys, alumni surveys, and student satisfaction surveys.

The Academic Affairs Council is comprised of faculty, department chairs, the registrar, Director of Research, Director of Institutional Planning and Assessment, the curriculum chair, and the President. This committee oversees academic policy decisions, student performance, and curriculum. The Academic Affairs Council has been addressing the issue of student learning, beginning with a review of the institutional learning goals and related outcomes. Department Chairs are working with faculty to align institutional learning goals to program goals. The Council also plans to identify strategies that measure learning outcomes for continuous improvement. Department chairs communicate information from the Council directly with their faculty.

Phillips Graduate Institute hosts three advisory committees: School Counseling Advisory Council, School Psychology Advisory Council, and the Internship Advisory Council. Participants include district personnel, students, faculty, and administration. These councils meet twice each semester and provide suggestions to the institution on program design and development. The institution was able to provide examples of program modifications made from suggestions made by the program-specific advisory councils.

Internship Credential Programs

The team found insufficient evidence that district representatives and credential holders work in conjunction with the institution to develop the internship program and related program evaluation. The team recognizes that the school psychology internship program is new; however, there is insufficient evidence of a plan for its development or evaluation.

After the mid-visit report the institutions' President provided a statement noting that the next Internship Advisory Council is scheduled for May 29th. At this meeting the institution will review the roles and responsibilities of the advisory council, establish qualifications for admission to the internship credential program, discuss evaluation of interns, address the relationship of the intern, field supervisor and faculty supervisor, and conduct curriculum review of several courses.

Standard 5: Admission

Met with Concerns

In each professional preparation program, candidates are admitted on the basis of well defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Candidates in all credential programs are admitted on the basis of clearly-identified criteria, including undergraduate degree and GPA. In addition, the admissions process requires that students submit a personal statement, letters of recommendation and be interviewed by program faculty. The institution attends recruitment fairs and community events in an effort to encourage student enrollment from a diverse population.

Admissions files are maintained by the institutions' registrar and credential files are maintained by the program directors for the respective credential program. Admission interviews are conducted by the respective program director. Program directors monitor completion of credential requirements, e.g. CBEST, Certificate of Clearance, TB testing, etc.

Internship Credential Programs

The team found insufficient evidence of printed materials for candidates describing admission requirements for school counseling and school psychology internship programs. The team needs more evidenced regarding the steps which a school counseling or school psychology intern must take to accomplish or complete a counseling or psychology credential.

After the mid-visit report the institutions' President provided a statement noting that the next Internship Advisory Council is scheduled for May 29th. At this meeting the institution will address several items including the qualification for admission to the internship credential program.

Standard 6: Advice and Assistance

Met with Concerns

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Interviews with candidates, graduates, and program faculty provided clear evidence that candidates communicate regularly with the department chairs. Candidates are assigned a faculty advisor when they enter the program. The faculty advisor provides advice and assistance throughout the program and during the practicum experience. Department chairs also serve as the credential analyst, monitoring completion of credential requirements and, upon completion, recommendation for credential. Department chairs are knowledgeable about coursework and credential requirements, and candidates' questions and concerns are addressed in a timely and responsive manner. Candidates cited numerous examples of situations in which program faculty and supervisors responded quickly and effectively to answer questions and resolve problems.

Program staff members keep candidates apprised of program requirements, filing dates, and other information as they move through the program. Interviews indicated candidates, interns, and graduates felt uniformly well informed and well served by program faculty and staff.

When problems arise or students need special assistance, candidates and graduates reported that they received individual support for as long as needed to solve the problem or assist the person in meeting program requirements.

Internship Credential Programs

The team found insufficient evidence that the faculty from the institution develop an individual plan for the mentoring, support and professional development of each intern (school counseling and school psychology). The team found insufficient evidence that the institution works in collaboration with employing school districts to develop the individual plan.

Strength in Standard Implementation

Candidates and graduates praised program faculty for their commitment and support. Program faculty members were reported to be highly accessible in all credential programs.

Standard 7: School Collaboration

Standard Met

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

After interviews with students, field site supervisors, alumni, and credential program coordinators, Phillips Graduate Institute does collaborate with local school personnel and school district intern coordinators in selecting school sites and effective clinical personnel for guiding candidates. The sequence of field work/clinical experience is planned and based in a well-developed rationale.

The Associate Director of Field Placement visits each school site two times per year and is easily available by phone or email. The director ensures that field supervisors and candidates are on track about learning objectives and competencies to be mastered.

Internship Credential Programs

The Associate Director of Field Placement works collaboratively with school districts/school sites to verify that internship placements are appropriate for the fieldwork experience.

Standard 8: Field Supervisors

Standard Met

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

After a review of documents and interviews with credential program faculty, students, and alumni district employed field experience supervisors are carefully selected, certified, and experienced in performing the services authorized by the credential. Memorandums of understanding between Phillips Graduate Institute and school districts/school sites indicate that supervisors are oriented to their supervisory role. Field site supervisors and school training sites are evaluated annually by students and credential program faculty. While Phillips Graduate Institute attempts to honor/reward field supervisors with thank you letters and an annual breakfast, travel distances and time constraints limit participation.

Internship Credential Programs

The Associate Director of Field Placement verifies that school districts/school sites have assigned an appropriately credentialed supervisor to support the intern during their internship experience. Supervisors are provided with orientation materials prior to the beginning of the internship experience. Field site supervisors and school training sites are evaluated annually by students and credential program faculty.

School Counseling Credential School Counseling Internship Credential

Findings on Standards

After review of the institutional report, the program document, supporting documentation, and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards for the School Counseling and School Counseling Internship Programs were met except for the following:

Generic Standard 1 – Program Design, Rationale and Coordination Met With Concerns

The team found insufficient evidence that the school counseling program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation courses taken in the first year do not reflect sufficient integration or application of school counseling content. There is greater emphasis on Marriage Family Therapist (MFT) skills during the first year of the program. The school counseling curriculum could better address school counseling standards across the entire two-year program. Candidates need to understand and identify their role as school counselors and know how to apply clinical skills in a school counseling context in contrast to an MFT perspective.

Strengths in Program Implementation

While the foundation courses reflect primarily an MFT focus, most candidates and graduates appreciate the clinical skills they learned. Graduates and employers report that core faculty members are a significant strength of the program through their warmth and sensitivity, as well as by their frequent communication and accessibility. Candidates frequently commented that they felt like being part of a family and enjoyed a high degree of faculty and staff support. Appreciation for cultural diversity and personal growth were offered by students as examples of what they referred to as transforming highlights of their educational experience.

Students reflected strong satisfaction for the Institute's available library resources, exposure to a strong clinical foundation and good field supervision from diverse practitioners in the schools. A strong collaborative connection with the schools was also clearly evident from comments by principals and candidates performing their supervised field experience.

Areas for Growth:

Although there is evidence of school counseling application and integration in some foundation courses, most syllabi during the first academic year do not reflect sufficient evidence of school counseling application.

School Psychology Credential Program School Psychology Internship Program

Findings on Standards:

The institutional report, with supporting documentation, was carefully and thoroughly reviewed. Candidates, practicum supervisors, advisory board members, and program faculty were interviewed. Based upon written documentation and interviews, it was determined that the program standards for the School Psychology and School Psychology Internship Programs were met.

There is evidence that the program provides candidates with a strong foundation in the knowledge base for the discipline of psychology, as well as the knowledge base specific to the professional specialty of school psychology. There is evidence that candidates are exposed to a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies. There is also evidence that candidates provide culturally competent services to California's diverse population.

Candidate competence is determined through multiple measures and methods, and at multiple points, including course assignments and exams, case studies and other forms of authentic assessment, and supervisor evaluations. Candidate progress is also discussed amongst faculty.

Because the school psychology program began in 2007, there are no graduates at this point, and thus employers and graduates could not be interviewed. Field supervisors report that the school psychology practicum students have very strong interpersonal skills, and good support and supervision from the program faculty.

The program will have its first internship credential candidates begin their internship this fall. The program has a plan in place to develop each student's individual internship plan and the evaluation process. The internship syllabus and handbook delineate the expectations and requirements for successful completion of the internship.

Strengths in Program Implementation:

There is a clear strength in the collegial atmosphere and sense of support that the students feel from the faculty and institution. Students made several comments on how highly they regarded the faculty, most of whom are also practitioners in school psychology. Students felt that this greatly enhanced their opportunities to learn from instructors who were practicing the knowledge, skills, and dispositions that they were teaching.

The evening and weekend courses were noted as being ideal by the students, who appreciated the effort made by the program to be available to working professionals.

The program faculty clearly want to have an excellent training program for their students, and they care deeply about the learning and professional development of the students. They were very open to all suggestions made by the Accreditation Review Team.

Areas for Growth:

None noted.

Child Welfare and Attendance Credential Programs:

Findings on Standards:

After review of the program, supporting documentation and completion of interviews with graduates, and program faculty, the team determined that all program standards for the Child Welfare and Attendance Credential are met.

There are currently no students enrolled in the Child Welfare and Attendance Credential program, but there are several students who have indicated intent to enroll in the next academic year.

Areas for Growth:

None noted.